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ABSTRACT

This career education activity manual for elementary teachers of fourth, fifth, and sixth grade students is intended to be used either as a supplement to a career education program or as an independent program in itself. Activities are designed to help students become aware of self, develop an understanding of sexism, and recognize their unique abilities, interests, and individuality. The manual includes seven units (each consisting of ten activities): (1) general information activities, (2) career education art activities, (3) resource people contact lessons, (4) research activities, (5) value activities for awareness of self, (6) sexism awareness activities, and (7) role playing activities. Each lesson in units one and two includes one or all of the following: purpose, questions for students, procedure, and debriefing (ways to determine outcomes). The lessons in the third unit include presentation by a resource person, a note to the teacher (instructions for contacting the resource person), a description of materials needed, and a presentation outline. In the last four units each of the activities includes a step-by-step guide for teachers to follow in helping students accomplish the learning task. (EM)

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CAREER EDUCATION

Activity MANUAL

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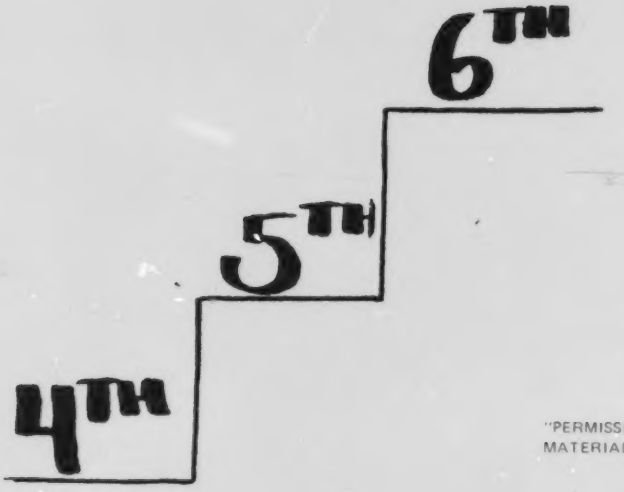

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career development program

SEVEN UNITS / TEN LESSONS PER UNIT

1. General Information Activities
2. Career Education Art Activities
3. Resource People Contact Lessons
4. Research Activities
5. Value Activities For Awareness of Self
6. Sexism Awareness Activities
7. Role Playing Activities

By: Janet Atwood
Severance Millikin School

For: The Career Development Program
Cleveland Heights-University Heights Schools
Allan Bellin, Director

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THIS ACTIVITY MANUAL IS TO BE USED AS A SUPPLEMENT FOR YOUR CAREER EDUCATION DEVELOPMENT CLASSROOM PROGRAM, OR AS A REAL AND INDEPENDENT CAREER EDUCATION DEVELOPMENT PROGRAM IN ITSELF. ACTIVITIES ARE DESIGNED TO MAKE STUDENTS AWARE OF SELF, VARIOUS CAREERS, TO DEVELOP AN UNDERSTANDING OF SEXISM, TO HELP STUDENTS RECOGNIZE THEIR ABILITY, INTERESTS, AND UNIQUE INDIVIDUALITY, AS WELL AS THE UNIQUENESS OF OTHERS; MANY OTHER STUDENT ORIENTED OBJECTIVES CAN AND WILL BE MET PER THE USE OF THESE ACTIVITIES!

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GENERAL INFORMATION ACTIVITIES

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General Information Activity I

Purpose: This activity gives students an opportunity to openly state and share his or her idea(s) about careers, their present expectations regarding future work, and allows for individual values related to careers to be expressed and stood up for. Groups should have three to five students each.

Questions: Questions may be placed on an overhead projector, worksheet, or the board. The teacher may wish to adapt questions for particular groups. Time involved can be adjusted by the number of questions put to the group. Each question should be answered within five to six minutes.

1. What are the five nicest jobs to have? Why?
2. What are the unpleasant jobs people have? Why?
3. What job do you think you will take in your future? Why?
4. Does your desire for your future job match your parents desire for you?
5. If your answer to no. 4 is No what will you do about this?

Procedure: The teacher asks students to get into groups of three to five. The teacher may choose to determine the groups. Allow five to six minutes for each question.

Debriefing: Debriefing will be concerned with group reactions to this activity. With each group still in tact the teacher asks for a group summary of the discussion responses. One member of each group can express the overall responses or two or three group members from each group can offer summation responses. Debriefing should not exceed 20-25 minutes.

NOTE: This activity can be repeated periodically to measure Career Education maturity.

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General Information Activity II

Purpose: There are actually two main objectives to this activity. It helps the participants to see what they value, to learn more about themselves; it also helps the members of a group to get to know more about each individual as an individual. Approximate time should be 15-20 minutes.

Procedure: This can be done with a large group or smaller groups of three to five students. Each student participating should write down on a small sheet of paper the one career he or she values most. After this is done, each student explains what the career he or she chose is and why it is valued most highly. This strategy helps the individual to see what it is in a career that he or she truly values. It gives an opportunity to learn of others values, it exposes students to various careers, and allows group members to discover important details of each others lives.

Debriefing: Debriefing can be done by way of a debriefing worksheet or orally.

1. What did you discover about yourself and the career you value most highly?
2. Did you learn anything about your classmates that might help you to understand them and, therefore, will result in a better relationship with them?

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General Information Activity III

Purpose: Naming career priorities which students possess and value. This is to be an individual activity. Time allowed about 30 minutes per session. Two sessions are suggested.

Procedures:

a. Ditto or have individual students make a picture of a Baker's Dozen of loaves of bread.

b. Students list 13 of any careers that come to their mind, and that is truly values. (If necessary they may use resource material).

c. The student draws an X through the three careers he or she values least.

d. Circle the three careers which really mean the most to you, and which you would hold on to until the very end.

Debriefing: Questions to be placed on an answer sheet, and written out by each student. It is also helpful to set up a cassette recorder, and permit students to record their name and response to the debriefing questions only. This would eliminate the answer sheet, however, either method can be used.

Questions

1. Why did you decide to do without the three careers you X'ed out?
2. Why did you want to keep the three you circled to the very end?
3. Why did you choose the 13 careers you did?
4. How do you think you will finally decide on a career?

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General Information Activity IV

Purpose: The objectives of this activity are to define success, and to find out how students feel success can be measured and determined. Discuss also what circumstances will influence one's success.

Procedures: The teacher should work with a group of eight - nine students, and allow them to at random throw out their definitions of success. Encourage them to give one, two, three word definitions or at least short definitions.

a. On your 1/2 sheet of paper you will rate the four statements #1 most important, #2 second most important, #3 third most important, #4 fourth most important.

b. If I am a success in my schoolwork it's pure luck, just a good break, it just worked out right.
I'ts the school. If there is a good program, if the teachers guide me right, and if I follow their directions carefully, I will be a success in my schoolwork.
If I am a success in my schoolwork it is because of something inside me, because of the person I am. It is because I have a desire to be somebody, I have "get-up-and-go" about myself.
If I am a success in my schoolwork it is because of my parents. They guided me, and do the right things for me. My parents decide how I'm brought up. This is what causes success.

d. On the other 1/2 sheet of paper rate in the same way the statement -- If I am a success with my future career it is because of: Use the same four statements found in c above.

Debriefing: Compare how the group rated each statement. Discuss each statement. Try to find the reasoning behind the students' ratings.

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General Information Activity V

Purpose: To have the class formulate their own Career Education occupation file. To establish a resource file of occupations for students reference in the classroom.

Procedure: Students are instructed that one career education card written on a 3 X 5 index card is due each Monday. The card should be written in the style shown below. The student should have his or her card idea approved by the teacher before writing. This should eliminate duplications of occupation cards. The teacher might also offer alternative suggestions. The Occupation chart can be obtained from your career ed. representative for posting in the classroom, this could help students with occupation suggestions. Selected cards can be read as a career education group activity. Later after file is built up, this file can be used as a resource file for various career education activities.

Debriefing: When the instructor feels that a favorable class time prevails, the career education occupation cards can be read aloud in the class. Students listening should try to guess as to what career occupation is being read about before the reader of the card tells.

Example of Career Education Occupation Card

Career Occupation Name:

Duties/responsibilities:

How it helps people:

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General Information Activity VI

Purpose: Values Voting in Career Education for the purpose of expressing publicly students' feelings on questions that are asked. Students can also observe how other students feel about certain subjects. There is no pressure in this method and it enables students to have confidence in his or her vote. May be done with the entire class or preferably medium sized groups of 10-14.

Procedure: Students should have explained that voting is going to take place, and that each student will be able to express his or her thoughts by:

a. an affirmative answer - raise hand high

b. a negative answer - thumb in downward direction

c. non-participation - no hand movement

Questions: Are you someone who...

1. will get involved with a political career?
2. will have a career as a housewife only?
3. will one day become an auther?
4. wouldn't mind having a female boss?
5. wouldn't mind having a Black boss?
6. wouldn't mind having a White boss?
7. will make a career in the military?
8. will make a career as a nurse?
9. would be a great teacher?
10. would rather work with machines than people.

Debriefing: Explore any topic(s) that you feel discussion should help as far as further clarifying feelings and values, and possibly effecting broadening of attitudes.

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General Information Activity VII

Purpose: Career Education and the Values Whip. This activity presents an opportunity for student to react to various career education questions. This may be done in groups of five - eight students or with the entire class.

Procedure: The teacher poses questions to the group or to the entire class and provides a few moments for the members to think about the answer(s). Then the teacher whips around the room and calls upon students to give their answer(s). If you are working with a small group than whip around the group for response(s). The answers should be brief and to the point, although sometimes a student may want to give a background to explain his or her answer. Students may choose to pass on a question.

Questions:

1. What is a career you would be proud to have?
2. What is a career you would be embarrassed to have?
3. What is something about a career you believe strongly?
4. What is the one job you would like your first child to have when he or she grows up?
5. How would you handle a disagreement with your boss?
6. What career will you have 10 - 15 years from today?
7. What adult has the best career that you know of? Why?
8. What one thing do you want most from your career? Why?
9. What will you do if you can't have your first job choice?
10. What is the secret of being successful in your career?

Debriefing: Any one of these questions should generate enough interest to begin a discussion. The above questions are only a few questions. You can formulate many questions that will help students clarify their feelings, thoughts, attitudes, and values.

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General Information Activity VIII

Purpose: The objectives of this activity is to define certain words such as career education, career awareness, ability, interest, aptitudes, achievement, individual uniqueness, feelings, self-knowledge, values, cultural differences, roles, society, life style, interdependency, value system, choices, motivation. The definitions will be discussed and evaluated through the values each individual presents. This activity should be done in at least three sessions, using six terms at a time until total meaning is grasped. The teacher may wish to fluctuate time duration depending upon individual group.

Procedure:

a. Write a list of words on the board to be defined by a group. Use the words above, but probably not more than six terms at one session.

b. Each person in the group defines the words as simply as possible; the group collectively defines the words. (Dictionaries may be used.)

c. Have group members express examples of each term to help clarify meanings.

Debriefing: On what definitions did everyone agree right away?

What can you tell us about yourself using one of the terms?
Example: individual uniqueness - I have black hair/brown eyes and love people.

life style - I enjoy simplicity and beauty.

NOTE The teacher can feel free to increase the vocabulary terms, delete certain terms which may be to difficult for particular individuals, and substitute terms.

CAREER EDUCATION

General Information Activity IX

Purpose: This activity can be used to help students understand their peers, and themselves.

Procedure: The teacher asks students to get into groups of seven - nine. The teacher may choose to determine grouping. Talk with groups about posture, disposition, facial expressions, and energy as indicators of when a person is feeling good or bad. Ask certain members of the group to demonstrate how they stand, walk, and look when they are feeling good. Ask certain members of the group to demonstrate how they stand, walk, and look when they feel badly or just out of it.

Debriefing:

1. How can watching for indicators help you help a classmate?
2. Can watching for indicators help you at home? How?
3. When you feel out of it do you want to be left alone?
4. When you feel out of it do you want someone to talk to?
5. How can you know when to leave someone who is out of it alone or to offer yourself as someone to talk to?

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General Information Activity X

Purpose: The objective of this activity is to develop a realistic situation in a story form with the contributions from members of the group. The story will tell of a particular career, what some involvement of the career entails, and any other details a group member makes up at random. The facts about the career must be factual. The story can and most likely will be fictional. Group: seven - nine members.

Procedure: a. Position the group in a circle

b. Select a topic with which a factional story will be developed through the procedures of one person beginning the story and passing the facts verbally from his or her contribution to the next person in the circle.

Example: I decided when I was ten years old to be a doctor...

I have been a forest ranger for five years, but never have I seen anything like this...

c. With the one minute time limitation each person is responsible for effectively developing the story.

d. After the last person has added their one minute's contribution to the story, summarize the development of the story bringing out as many facts about the career as possible as related to the story.

Debriefing: 1. What one fact remains in your mind about the career mentioned in the story just told?

2. Did the career sound exciting or meaningful?

3. Could this story have taken place in real life?

4. Would you want a career in this area?

ART ACTIVITIES

CAREER EDUCATION

Art Activity I

Purpose: To make students aware of photography as a career is one major objective of this activity. Students will also increase their visual awareness. Students will also recognize pictures as a vital means of communicating a very large amount of information: aesthetic responses can be satisfied as students see, look, tune in and refine Art through their own creations.

Procedure: The teacher asks for students interested in Photography, the teacher may elect to ask for class participation totally. When the particular group(s) have been determined for this Career Education Art Activity, the teacher may throw out to them: we have heard many times such expressions as "A picture is worth 10,000 words", or "Pictures communicate without speaking an audible word." What do you feel is meant by these expressions? For about five - ten minutes a discussion regarding these expressions may take place. Next, the teacher might have on the board or a ditto pertinent facts about Photography and/or the photographer. Example:

1. Photography is very widely used, from advertising, to leisure-time activity to the visual arts.
2. The very act of taking a photograph requires the selection of a subject; the act of drawing a picture also requires a selection.
3. Before you have your selection you must do some decision-making, because there are many many things to choose from.
4. What will you draw? What will you take a picture of? You are the photographer or artist. You must decide.
5. Since we do not all have cameras and equipment we will pretend the picture we draw or paint has been taken by us, the photographer.

The teacher will have an area in the classroom for the photographer, and his or her work. Each student participating will tell about himself or herself as a photographer. This should include: facts about what the job involves, educational requirements, rewards of photography, etc. Underneath this information (can be done in composition form or on index cards, etc.) will be the students' actual art project. (If some students want to use their cameras, fine! They may draw or paint their creation!)

CAREER EDUCATION

Art Activity II

Purpose: To make students aware of the Jeweler as a career person. Students will gain a greater appreciation for jewelry and design. Students will enjoy creating their own copper jewelry, beaded jewelry, paper clip jewelry, etc.

Procedure: The teacher will allow students interested in Jewelry making to participate in this Art Project. The teacher might wish to show slides on jewelry making as a motivation technique. Ask students to bring in any wire, leather, beads, twigs, small pebbles, copper strips, etc. that could be used in making jewelry. Paper clips hooded, and covered with pretty strips of contact paper make for beautiful necklaces etc.

1. Students will write in composition form facts about the jeweler, and jewelry making.
2. Facts should include: Skills required, job responsibilities, rewards of the job, etc.
3. The students' facts about jewelers and jewelry making should be placed above their created jewelry display.

The teacher may want to help students cut their basic design if they are using metal, (copper or tin foil) and this can be connected nicely to jump rings if student desires. Steel wooled copper jewelry placed in a sulpher solution for oxidation, and further polished with a fine grade of steel wool to highlight the raised surfaces makes the jewelry even more attractive. The design pattern can be made on the copper or tin foil by placing it on a cushioned pad of newspaper and pressing down hard with a pencil to press in desired design. Some students may want simply to fashion neck wires out of copper, or to string a leather strip through a jump ring for the suspension of a pendant.

Debriefing: Debriefing will be concerned with students reactions to this activity; this can be witnessed by the actual compositions and jewelry display. They will find great satisfaction in their ability to manipulate the materials and in the beauty of their final products. Many additional materials can be found accessible too!

CAREER EDUCATION

Art Activity III

Purpose: To make students aware of the work of an ecologist, and the science of organisms as they interrelate with their environment. To allow students to experience colored chalk pictures they create.

Procedure: The teacher will have five vocabulary terms on large cards and their definitions. The following terms should be shown:

Ecology, ecologist, environment, interrelate, and organism

Discuss each term, and have students express their understanding of each term per use in sentences, and by putting their own definitions next to each term. Next, have students create their own colored chalk picture that represents what each one as an ecologist would create; each picture will be labeled expressing the pattern of relations between organisms in the picture and its environment. Each picture should express students' understanding of ecology and the ecologist.

Example: Healthy Colored Chalk Trees
Labeled: Healthy Trees due to Healthy Environment

Example: Failing Tomatoe Crop
Labeled: Failing Tomatoe Crop due to Excessive Chemical Spray in environment

Example: Stream of healthy fish
Labeled: Stream of healthy fish due to clear, clean, waste free body of water.

Colored chalk pictures should be lightly sprayed with hair spray, or chalk spray set for the purpose of setting the chalk creation.

Debriefing: The teacher should have an area in the classroom for ecological displays. As a follow-up prepare two columns on a worksheet, one with five terms shown above, and one column with definitions. Have students draw lines connecting the term with its correct definition.

CAREER EDUCATION

Art Activity IV

Purpose: To give students an opportunity to create their own puppets as they become aware of the occupations and environment of a hospital. Students should become sensitive to puppetry as an old art form. Students should gain an appreciation of Indonesia, China, and Japan as countries whose history goes far back in the use of puppets.

Procedure: LET'S CREATE A HOSPITAL SETTING USING PUPPETS WE MAKE

1. A wide range of materials to stimulate their imagination should be provided. Materials can be found in Art rooms, and children can bring all kinds of scraps, yarn, cotton, old buttons, etc. from home.
2. Styrofoam balls can be covered with tissue paper, or cloth to make puppet heads. Features on puppets can be painted on or glued. The body can be a paper towel roll connected to the head by inserting a rod, or clothes hanger through the towel roll and up through the styrofoam head.
3. Use scrap cloth, yarn, old buttons, pipe cleaners, and many other materials to add to and create the character desired. White cloth with a painted red cross can create a nurse. A patient can have on a blue robe with perhaps a bandage on an arm or leg, doctors, nurse's aides, dietary workers, etc. can all be included in this setting. Some students may want to have a Priest, Minister, or Rabbi at the bedside of a patient. The students working on this setting should be given full authority.

Debriefing: Students should be given an opportunity to explain the functions of the variety of characters within their hospital setting to the class, or to one of the primary classes. Students should be able to express familiarity of hospital occupations other then those commonly known.

CAREER EDUCATION

Art Activity V

Purpose: To give students an opportunity to create their own zoological display. Students should be able to define the functions of a zoologist in simple terms. Students should gain a greater understanding of the individual animals included in the display.

Procedure: LET'S CREATE A CLAY ZOOLOGY DISPLAY

1. Students will need to define the terms zoology, and zoologist.
2. Discuss briefly both terms, and make sure students understand their meanings.
3. Students will be given enough clay to create the animal(s) of their choice, making sure that there are not too many duplicate animals.
4. The completed clay animal can be prepared for firing, can be painted, can be colored with melted down crayons, etc.
5. The beautifully colored display of animals can now be set up in a display bin with a display card next to each animal telling about the animal's life, and characteristic properties of the animal(s).
6. The display can be entitled the work of the zoologist with a definition of a zoologist given, and pertinent facts about the zoologist.

Debriefing: The teacher might find students wish to add to this zoological display, and this should be encouraged. If students write compositions on particular animals this could be added to the project by hanging reports in an area near the zoological display.

CAREER EDUCATION

Art Activity VI

Purpose: To make students aware of the work of a travel agent. To give students an understanding of advertisement. To allow students an opportunity to be creative in making their own travel posters.

Procedure: The teacher determines the group interested in creating their own travel posters. (If possible have one or two sample posters for the students to look at.)

1. Discuss the importance of advertisement briefly.
2. Allow students an opportunity to discuss trips they have, and possible use of a travel agent.
3. You should have one or two short articles on the travel agent's responsibilities, and job involvement read orally by one of the students in the group.
4. Tell students they are to pretend they are opening their own travel bureau, and to create their own posters, and advertisement for their bureau. Some students may wish to work in groups of three or four.
5. Students may wish to do further investigating on the subject of the travel agent. Suggest some of the students call travel bureaus and speak with travel agents.

Debriefing: Follow-up can be done in many ways. You might want to use area in the halls for posting the lively, creative, posters students have made. You might want to set up a little travel bureau in the classroom for a week or two. Perhaps a filmstrip on Travel Agents/Travel Bureaus might be shown to further inform students.

CAREER EDUCATION

Art Activity VII

Purpose: To make students aware of the Biologist, and the responsibilities, work atmosphere, and involvement the Biologist experiences in his or her work. Students will also experience Papier-mache as a means for making or creating things the Biologist works with.

Procedure: LET'S LOOK AT THE JOB OF A BIOLOGIST & CREATE THE LIFE THE BIOLOGIST WORKS WITH!

1. Define Biology, and Biologist on the chalk board, but keep it covered until the children give you their definitions at random.
2. Make sure students understand that the biologist is a specialist in biology.
3. Further make sure all students realize that biology deals with living organisms and vital processes including the laws and phenomena that relates to an organism or group.
4. If students have not worked with Papier-mach'e before, give them the necessary instructions for working with Papier-mach'e; tell them next that they will create, using paper-mache, the plant and animal life the biologist deals with. (This gives students a very wide range of things to make.)
5. The teacher might offer suggestions when students are considering what kind of biological creation they might make.

Debriefing: After the Biologist's biological environment has been created, have students acquaint themselves with facts about the living thing they created. It would be interesting to have a display card next to their creation that would include facts about their plant of animal.

CAREER EDUCATION

Art Activity VIII

Purpose: To make students aware of the work of an ecologist. To help students realize the science of Ecology deals with pollution caused even by discarding used bottles. To stress to students how important the issue of ecology is, and to help them understand they can do something about it.

Procedure: The teacher can begin this lesson by asking students the question: Do you care about pollution? Next ask the class what is the job of an ecologist? (Remember, lesson III in this unit covered the ecologist.) Are we all in a sense ecologist?

One of our most pressing problems is the dilemma or problem of unwanted, used glassware. We can undertake this problem of "reclaiming" used glass bottles and jars by making them into useful objects. Bring in glassware that you have at home that will be thrown out. Many nicely shaped liquor, juice, soda bottles would be excellent. Food jars and any other interesting glassware can be used.

Clean all glassware and remove labels; when the bottles are dry, thin strips of newsprint can be used to cover the bottles applied with wheat paste misture, and they are ready after completely dry to paint, design, beautify. Some students may not want the newspaper base, and will find Tempera paint, interior house paint, most suitable. Students may work on two or three pieces at a time. Encourage students to create original designs on the glassware. Many students will follow designs or shapes already formed in the glassware. The insides of some bottles can be painted by

pouring the paint into the bottle. Allow at lease 48 hours for drying of the designed glassware and then cover with two coats of shellac to make the colors shiny and permanent. (No two bottles should be the same.)

Debriefing: The students may present their creations as gifts, they can be used as vases, jars for pencils and other odds and ends. This project makes for very nice room decorations. Discuss with students the pride you have for them and their work. Explain that they actually recycled one of the most common of objects that adds to pollution--used glassware. As "Junior" ecologist they have helped their society!

CAREER EDUCATION

Art Activity IX

Purpose: To give students an opportunity to focus in on his or her abilities, interest, acheivements. To help students better understand their concept of self. To gain further awareness of their individual uniqueness.

Procedure: CREATING MY SILHOUETTE

1. The teacher should get an overhead projector as a means of creating direct light for tracing silhouettes. Have each student come up one at a time for silhouette tracing. The chalkboard with overhead projector light being cast makes for an excellent set-up area. The tracing of student's silhouettes should be done on black paper, and a lead pencil tracing shows up well for enabling students to cut around the tracing. (Do not make silhouettes to big.)
2. While individual students are being traced on black paper, students waiting to be traced are creating the background sheet that the silhouettes will be placed on.
3. Explain carefully to students that their individual background sheet will express many, many, things about each one as an individual. They will create pictures, write short poems, express in colorful lettering words that might tell about each one as an individual.
4. The entire background sheet will express somehow each persons own feelings about his or her ability, interest, achievements, something that makes for uniqueness, any personal characteristics, anything about something they value, something about one's culture, etc.

5. The entire background sheet should be completely covered, (possibly some students will leave enough space empty to place his or her silhouette on top of a clear area.) The background sheet should be very vibrant and colorful, however, recommend that students choose three - four colors only, rather then a rainbow of colors.

Debriefing: These works of Art should be posted around the classroom, and if a good job of tracing silhouettes has been done, students are very easily recognized. The background sheet that expresses the students feeling about himself or herself should be excellent implicators for the classroom teacher and parents.

CAREER EDUCATION

Art Activity X

Purpose: To help students understand that there is a wide variety of workers in the world. To help students become aware of the interdependency of occupations. To give students a greater appreciation for the many contributions all workers make to society.

Procedure: CREATING FRUIT OCCUPATION TREES

1. The teacher should go to the chalkboard and have students at random think of as many occupations, jobs, types of workers they can possibly come up with.
2. Discuss the fact that there are numerous jobs, and workers in our society. Express the fact of how important it is to be able to depend on a television repairman, sanitary workers, etc.
3. Ask: How does the doctor depend on the nurse?

   How do community people depend on sanitary workers? What would happen without them?

   Do principals need and depend on teachers?

   Do students depend on teachers? Do teachers depend on students?

   Do people depend on policemen and firemen? Why?

   Explain that this is called the existence of interdepned-ency of occupations. Ask for some of their examples of this!
4. Have students respond to: What jobs do we appreciate

most? Why? Is this fair? Do all workers make a contribution?

5. Have students name a job and tell how the worker is rewarded for his or her work, and how they qualified for the position they are employed in.
6. Tell students to think of any fruit tree they wish, and to make a huge one; outside of each piece of fruit will be shown a different job. Jobs that are closely related such as Doctor, Nurse, Orderly, and Nurse's Aide, will be shown very close together. Let's see whose tree or trees will have the most workers. Make sure your trees and fruit are beautifully colored. On the back of your paper circle the total number of occupations you've shown on your tree(s).

Debriefing: You may wish to have students do a composition with a choice of themes: All Careers Offer Rewards

What Does Holding A Job Mean?

DOES Society Reward Certain Jobs Higher THEN OTHERS?

RESOURCE PERSON CONTACT LESSONS

CAREER EDUCATION

Resource Person Contact Lesson I

Careers In Biology

Presentation By: Dr. Pierce - Biology Department Head
John Carroll University
491-4251

Teachers Please Note: When contacting Career Education resource person strongly suggest the presentation not exceed 30-45 minutes. If necessary, however, resource person might consider more then one session if the presentation would involve a longer period of time than 30-45 minutes including the question/answer period.

Materials: Request that the resource person use visual aids to enhance the presentation. Remind the resource person that fourth, fifth, and sixth graders learn and retain better when they have visible things to relate to and things they can manipulate.

Suggestions:
- Filmstrips
- Charts
- Pictures
- Manipulative materials
- Lifelike visual aid models
- Things that appeal to the Senses

Presentation Outline: You may request that the resource person follow a given outline or guidelines that you determine, but allow for some flexibility during the presentation. If possible allow the resource person to express to you before the presentation (during the planning stages of the presentation) his or her own precedented presentation format, and what it would involve. The two of you might then wish to work out a presentation that incorporates both of your ideas, and one that would meet the needs of your students. The presentation should meet definite objectives that will benefit your students, and meet your career education program objectives for grades four, five, and six.

CAREER EDUCATION

Resource Person Contact Lesson II

Careers In The Theatre

Presentation By: The Play House - Contact Public Relations
795-7000
Presentation by actual Actors & Actresses, etc.

Teachers Please Note: When contacting Career Education resource person strongly suggest the presentation not exceed 30-45 minutes. If necessary, however, resource person(s) might consider more then one session if the presentation would involve a longer period of time than 30-45 minutes including the question/answer period.

Materials: Request that the resource person use visual aids to enhance the presentation. This presentation could be made especially exciting if Actors and Actresses were in costume. You might even suggest if it is not mentioned, that the presenters wear some of their makeup. Remind the resource person that fourth, fifth, and sixth graders learn and retain better when they have visible things to relate to and things they can manipulate.

Suggestions:
- Masks
- Theatrical Makeup
- Skit(s)
- Student Involvement in a skit
- Costumes

Presentation Outline: You may request that the resource person(s) follow a given outline or guidelines that you determine, but allow for some flexibility during the presentation. If possible allow the resource person to express to you before the presentation (during the planning stages of the presentation) his or her own precedented presentation format, and what it would involve. The two of you might then wish to work out a presentation that incorporates both of your ideas, and one that would meet the needs of your students. The presentation should meet definite objectives that will benefit your students, and meet your career education program objectives for grades four, five, and six.

CAREER EDUCATION

Resource Person Contact Lesson III

Careers In Communications & Media

Presentation By: Cuyahoga Community College Communications and Media Department
Contact: Ms. Marcia Sloane
Public Information Specialist
700 Carnegie Avenue
Cleveland, Ohio 44115
241-5966 Ext. 226

Teachers Please Note: When contacting Career Education resource person strongly suggest the presentation not exceed 30-45 minutes. If necessary, however, resource person might consider more then one session if the presentation would involve a longer period of time than 30-45 minutes including the question/answer period.

Materials: Request that the resource person use visual aids to enhance the presentation. Remind the resource person that fourth, fifth, and sixth graders learn and retain better when they have visible things to relate to and things they can manipulate.

Suggestions:
- Filmstrips
- Charts
- Pictures
- Manipulative materials
- Lifelike visual aid models
- Things that appeal to the Senses

Presentation Outline: You may request that the resource person follow a given outline or guidelines that you determine, but allow for some flexibility during the presentation. If possible allow the resource person to express to you before the presentation (during the planning stages of the presentation) his or her own precedented presentation format, and what it would involve. The two of you might then wish to work out a presentation that incorporates both of your ideas, and one that would meet the needs of your students. The presentation should meet definite objectives that will benefit your students, and meet your career education program objectives for grades four, five, and six.

CAREER EDUCATION

Resource Person Contact Lesson IV

Business & Office Careers

Presentation By:

Richard Purdy
Admissions Director
Sawyer Business College
621-4100

Teachers Please Note: When contacting Career Education resource person strongly suggest the presentation not exceed 30-45 minutes. If necessary, however, resource person might consider more then one session if the presentation would involve a longer period of time than 30-45 minutes including the question/answer period.

Materials: Request that the resource person use visual aids to enhance the presentation. Remind the resource person that fourth, fifth, and sixth graders learn and retain better when they have visible things to relate to and things they can manipulate.

Suggestions:
- Filmstrips
- Charts
- Pictures
- Manipulative materials
- Lifelike visual aid models
- Things that appeal to the Senses

Presentation Outline: You may request that the resource person follow a given outline or guidelines that you determine, but allow for some flexibility during the presentation. If possible allow the resource person to express to you before the presentation (during the planning stages of the presentation) his or her own precedented presentation format, and what it would involve. The two of you might then wish to work out a presentation that incorporates both of your ideas, and one that would meet the needs of your students. The presentation should meet definite objectives that will benefit your students, and meet your career education program objectives for grades four, five, and six.

CAREER EDUCATION

Resource Person Contact Lesson V

Careers At East Ohio Gas Company

Presentation By: William H. Smith
Educational Representative
522-2602

Teachers Please Note: When contacting Career Education resource person strongly suggest the presentation not exceed 30-45 minutes. If necessary, however, resource person might consider more then one session if the presentation would involve a longer period of time than 30-45 minutes including the question/answer period.

Materials: Request that the resource person use visual aids to enhance the presentation. Remind the resource person that fourth, fifth, and sixth graders learn and retain better when they have visible things to relate to and things they can manipulate.

Suggestions:
- Filmstrips
- Cnarts
- Pictures
- Manipulative Materials
- Lifelike visual aid models
- Things that appeal to the Senses

Presentation Outline: You may request that the resource person follow a given outline or guidelines that you determine, but allow for some flexibility during the presentation. If possible allow the resource person to express to you before the presentation (during the planning stages of the presentation) his or her own precedented presentation format, and what it would involve. The two of you might then wish to work out a presentation that incorporates both of your ideas, and one that would meet the needs of your students. The presentation should meet definite objectives that will benefit your students, and meet your career education program objectives for grades four, five, and six.

CAREER EDUCATION

Resource Person Contact Lesson VI

Careers In Health

Presentation By: Ms. Marilyn Herget
Visiting Nurse Association
432-0700

Teachers Please Note: When contacting Career Education resource person strongly suggest the presentation not exceed 30-45 minutes. If necessary, however, resource person might consider more then one session if the presentation would involve a longer period of time than 30-45 minutes including the question/answer period.

Materials: Request that the resource person use visual aids to enhance the presentation. Remind the resource person that fourth, fifth, and sixth graders learn and retain better when they have visible things to relate to and things they can manipulate.

Suggestions:
- Filmstrips
- Charts
- Pictures
- Manipulative materials
- Lifelike visual aid models
- Things that appeal to the senses

Presentation Outline: You may request that the resource person follow a given outline or guidelines that you determine, but allow for some flexibility during the presentation. If possible allow the resource person to express to you before the presentation (during the planning stages of the presentation) his or her own precedented presentation format, and what it would involve. The two of you might then wish to work out a presentation that incorporates both of your ideas, and one that would meet the needs of your students. The presentation should meet definite objectives that will benefit your students, and meet your career education program objectives for grades four, five, and six.

CAREER EDUCATION

Resource Person Contact Lesson VII

Careers In Law

Presentation By: Dean Lindsey Cowen
Professor, Case Western Reserve University
368-3283

Teachers Please Note: When contacting Career Education resource person strongly suggest the presentation not exceed 30-45 minutes. If necessary, however, resource person might consider more then one session if the presentation would involve a longer period of time than 30-45 minutes including the question/answer period.

Materials: Request that the resource person use visual aids to enhance the presentation. Remind the resource person that fourth, fifth, and sixth graders learn and retain better when they have visible things to relate to and things they can manipulate.

Suggestions:
- Filmstrips
- Charts
- Pictures
- Manipulative materials
- Lifelike visual aid models
- Things that appeal to the Senses

Presentation Outline: You may request that the resource person follow a given outline or guidelines that you determine, but allow for some flexibility during the presentation. If possible allow the resource person to express to you before the presentation (during the planning stages of the presentation) his or her own precedented presentation format, and what it would involve. The two of you might then wish to work out a presentation that incorporates both of your ideas, and one that would meet the needs of your students. The presentation should meet definite objectives that will benefit your students, and meet your career education program objectives for grades four, five, and six.

CAREER EDUCATION

Resource Person Contact Lesson VIII

Careers In Law

Presentation By:

Chairman of Speaker's Bureau
Cuyahoga County Bar Association
305 Women's Federal Building
621-5112
Per: Lyndall James 845-0440

Teachers Please Note: When contacting Career Education resource person strongly suggest the presentation not exceed 30-45 minutes. If necessary, however, resource person might consider more then one session if the presentation would involve a longer period of time than 30-45 minutes including the question/answer period.

Materials: Request that the resource person use visual aids to enhance the presentation. Remind the resource person that fourth, fifth, and sixth graders learn and retain better when they have visible things to relate to and things they can manipulate.

Suggestions:
- Filmstrips
- Charts
- Pictures
- Manipulative materials
- Lifelike visual aid models
- Things that appeal to the Senses

Presentation Outline: You may request that the resource person follow a given outline or guidelines that you determine, but allow for some flexibility during the presentation. If possible allow the resource person to express to you before the presentation (during the planning stages of the presentation) his or her own precedented presentation format, and what it would involve. The two of you might then wish to work out a presentation that incorporates both of your ideas, and one that would meet the needs of your students. The presentation should meet definite objectives that will benefit your students, and meet your career education program objectives for grades four, five, and six.

CAREER EDUCATION

Resource Person Contact Lesson IX

Careers In Electronics & Drafting

Presentation By:

Mr. Rall, Director
Hickek-Griswold Technical Institute
696-2626
Allow 1-2 weeks advance notice
Field Trips/Guided Tours available also

Teachers Please Note:

When contacting Career Education resource person strongly suggest the presentation not exceed 30-45 minutes. If necessary, however, resource person might consider more then one session if the presentation would involve a longer period of time than 30-45 minutes including the question/answer period.

Materials:

Request that the resource person use visual aids to enhance the presentation. Remind the resource person that fourth, fifth, and sixth graders learn and retain better when they have visible things to relate to and things they can manipulate.

Suggestions:
- Filmstrips
- Charts
- Pictures
- Manipulative Materials
- Lifelike visual aid models
- Things that appeal to the Senses

Presentation Outline:

You may request that the resource person follow a given outline or guidelines that you determine, but allow for some flexibility during the presentation. If possible allow the resource person to express to you before the presentation (during the planning stages of the presentation) his or her own precedented presentation format, and what it would involve. The two of you might then wish to work out a presentation that incorporates both of your ideas, and one that would meet the needs of your students. The presentation should meet definite objectives that will benefit your students, and meet your career education program objectives for grades four, five, and six.

CAREER EDUCATION

Resource Person Contact Lesson X

Misc. Talk Topics

Presentation By: Speakers Bureau 1976 - Cleveland State University
687-2294

Accounting-Elise Jancura
Afro-American Literature-Audrey McCluskey
Athletics-Ray Dieringer
Merle Levin
Susan Ziegler
Biology-Luigi Messineo
Jerome Senturia
Dale Weis
Black Studies-Audrey McCluskey
Body Language-Lawrence Chase
Brain Research-Irvin Grodsky
Buddhism-Frederick Holck
Business-Arnold Berger
Ronald Coccari
Robert Ferrar
John Nantell
Cancer-Luigi Messineo
Careers-Joseph Cole
John Flower
Christopher Knott
Frank Marzocco
Lewis Patterson
Civil Rights-Annette Johnson
College and University Athletics-
Merle Levin
Communication-Lawrence Chase
Primo Del Calzo
Frank O'Dell
Lucille Wright
Community Relations-Robert Crosby
Ray Dieringer
Clodus Smith
Jayne Zborowsky
Cooking-Frank Marzocco
Crime-Vijay Mathur
Disease-Dale Weis
Drugs and the Brain-Irvin Grodsky
Economics-Robert Ferrar
Vijay Mathur
Clinton Warne

Employment and Careers-Joseph Cole
James Jacobs
Julius Kerkay
Christopher Knott
Lewis Patterson

Environment-Heather Kitzman
Vijay Mathur

Geological Sciences-William Beard

Government-John Nantell

Health Care-Julius Kerkay

Hinduism-Frederick Holck

Jewish Culture-Israel Rubin

Law-Leslie Armour
Earl Curry, Jr.
Richard Schwartz

Musical Performance-East 24th Street
Singers

Pollution-Vijay Mathur

Sex Discrimination-Annette Johnson

Sexism-Janet Hanson
Dorothy Zuersher

Technology-Clarence James

Women-Lauren Corwin
Janet Hanson
Annette Johnson
Lewis Patterson
Derwood Smith
Lucille Wright
Susan Ziegler
Dorothy Zuersher

IF YOU WISH TO HAVE A PRESENTATION ON A SUBJECT NOT LISTED ABOVE, PLEASE ASK!!

RESEARCH ACTIVITIES

CAREER EDUCATION

Research Activity I

"Here's my report card--and I'm tired of watching television anyway."

I This statement was made by a fifth grader to his Dad. How do fourth, fifth, and sixth graders really feel about report cards. Why not do a little research and find out?

II Have a group of six students find out more about their peers and what they think about report cards, and report to the class their findings.

III Two students can survey the fourth graders, two the fifth, and two the sixth graders. The survey questions are listed below, but can be added to if students decide they would like to include some of their own questions.

IV The teacher may help students reach some conclusions about report cards based on the survey results. Students should be made to understand their results are based on a small sampling of students.

V Students should set up an interviewing schedule with their classroom teacher, and the other fourth, fifth, and sixth grade teachers. The purpose of the survey is to establish whether report cards are thought of positively or negatively!

SURVEY QUESTIONS

1.	Do you think report cards are helpful?	Yes or No
2.	Does getting a low evaluation in a subject help you know what area(s) to work harder in?	Yes or No
3.	Do your parents get upset with you if you get a bad evaluation?	Yes or No
4.	Should our system of report cards be changed?	Yes or No
5.	Would you agree that a conference is all that is necessary to evaluate students?	Yes or No

CAREER EDUCATION

Research Activity II

THE MAKING OF A CAREER EDUCATION DICTIONARY

I Dictionaries should be listed with careers in alphabetical order.

II Next to each career should be a general job description. The job description should include the duties of the career, how the career helps society and the requirements necessary for the career. If students want to include additional information, this is fine also.

III Students should make attractive dictionary covers for their project/ Career Education Dictionary, and should have at least 15-20 various careers included.

IV This project may take three-five days; students should do background research on careers using library sources for careers they are not as familiar with.

V Dictionaries should be attractively displayed upon completion of the project.

VI Make sure students list the guide words at the top of their dictionary pages. The guide words will of course be careers.

VII If some students would like to have their dictionary include careers that start with A or B this should be acceptable. If they decide they want an ABC Dictionary of Careers, this is fine! If they want to create their own special kind of career education dictionary based on their own creative ideas FINE!

CAREER EDUCATION

Research Activity III

I Think of your two favorite careers.

II Go to the Library and do some investigation on the two careers that are your favorite choices.

III Write out a one page composition in your own words about each of your favorite careers. (If you wish to write out more than one page this is fine.) The composition should be in your own words.

IV After this use your compositions as a source for creating your own Career Education poem. Your poem should tell in poetic form all about your career.

V Poems should be given a colorful frame background.

VI Some students may wish to create a book of Career Education poems!

VII Students that prefer to create riddles with their favorite careers as solutions, may have an opportunity to do this.

It is possible that students may enjoy doing a follow-up activity that involves an illustration to supplement their poem or riddle. Students should put their best effort forward in creating poems regarding their favorite career education jobs.

CAREER EDUCATION

Research Activity IV

I How To Choose A Career

II One of the decisions that has to be made by so very many people is what career to choose. Imagine you are given the opportunity to help solve this problem. Here's what you are to do:

1. Tell me what my first step should be in making my decision.
2. What should I ask myself or do secondly?
3. I have written you asking for your booklet on How to Choose A Career.
4. You have done the research on how to choose a career, so now I need only gain from your knowledge and research.
5. You already have written down the solution to my problem, and I can make a decision based on your expert advice.

III What would you send me? Give your booklet an original title of your own.

IV Can you give me a guarantee of your booklet, based on your research? What would you say?

V Will I be successful in my career if I follow your booklet?

CAREER EDUCATION

Research Activity V

RESEARCH THROUGH INTERVIEW

I The community and its people are very helpful and important in perpetuating career awareness. Students can profit from members of the community and their career awareness.

II Students should be given the task of writing out a list of five persons involved in various careers.

III Advise students that these persons can be referred to as community resource persons. They can be members of their families or sites around the community.

IV Students should have their list of interview questions ready for their interviewees. (Some may wish to use a cassette and recorder.)

V List of possible questions:

When did you know you wanted to be a?

Were you interested in being a? in elementary school?

Are there any other jobs that closely depend on the work you do? How?

What is most rewarding about your work?

What are the responsibilities involved in your work?

What is a regular work day like for you?

Is there a lot of contact with people in your work?

What qualified you for your job?

VI Have students share their research findings with the rest of the class at organized and scheduled times.

VII Students should have an opportunity to file their interview results in a file so that other students can profit from their efforts!

CAREER EDUCATION

Research Activity VI

BOOK RESEARCH ACTIVITY

I Studious examination of books on banking should help formulate for students an understanding of the role banks play as a financial establishment.

II Develop in your first lesson the meaning of economic terms such as: financial, supply, demand, institutions, financial institution, economic, social needs, economic needs, goods and services, life style.

III Review vocabulary terms using an activity that involves using terms in a sentence and a short story that the students make up.

IV Next either assign students involved particular and specific books on financial institutions, banking, economics, etc. and have them read and present oral book reports to the class/or group(s).

V Students should be encouraged to be very conscientious about gathering all the important details from their examination, and to seek help on any terms or expressions that they do not understand.

VI The teacher should go over the results of the student's research before it is presented orally.

ELEMENTARY TRADE BOOKS SHOULD BE SUGGESTED AS RESOURCE MATERIAL, SO AS NOT TO HAVE STUDENTS INVOLVED WITH BOOKS THAT ARE TOO COMPLICATED! THE TEACHER CAN SUGGEST OTHER SPECIFIC BOOKS THAT ARE ON LEVEL FOR STUDENTS!

CAREER EDUCATION

Research Activity VII

BANKING RESEARCH ACTIVITY

I Students can gain an understanding of how sacrificing immediate benefits can be beneficial in providing greater rewards.

II Discuss with students a few situations such as the following:

a. What happens when you put money in the bank in a savings account that involves interest?

b. Have you ever had a small amount of money and thought of spending it on candy, ice cream etc., but thought further about saving it for something bigger? Tell us about it.

c. Have you ever wanted to go somewhere with a friend, but you knew some homework wasn't done and decided to do the homework? Why did you make the decision to do the homework? Why did you decide to do the homework?

III How can you relate what we just discussed with this statement: SACRIFICING WHAT WE HAVE OR WHAT WE WANT TO DO FOR RIGHT NOW, CAN BRING ABOUT GREATER THINGS FOR THE FUTURE!

IV What do you think about the statement?

V Students will write letters to the attention of various bank managers in the city. The following questions should be included in their letters: (All letters should be posted somewhere in the classroom.)

a. What in your opinion is a consumer?

b. Do you serve all consumers?

c. How do you determine who can borrow money and who cannot?

d. What benefits result from saving?

e. Does your bank sell anything?

f. Is it true that people who really need money desperately cannot get it from your bank?

CAREER EDUCATION

Research Activity VIII

FOOD CHAIN RESEARCH PROJECT

I Students can gain a better understanding of what food chain store mangers think about buying, selling, the consumer, supply and demand, goods and services.

II Students can research four or five large food chains to gain insight into some economic thoughts held by some of the larger food chain managers.

III After a brief discussion of what a consumer is, how goods and services are used by the consumer, how store managers supply the consumer based on their demands and the availability of the product, and buying and selling the teacher assigns or asks for interested students to write to food chain store managers asking them for their view on economic questions. Students can prepare and post a consumer vocabulary list on a big poster, and place their letter responses on the poster or wall.

IV Be sure to have students include in their letter(s) to food chain managers that they are interested in his or her personal views regarding some basic economic terms that apply to his or her work as a food chain manager. State: We would like to know how you feel about buying, selling, the consumer, supply and demand, goods and services, etc. as it relates to your work and the work of your employees in making (PICK & PAY, FISHER FAZIO'S, A & P, HEINENS, BI-RITE, ETC.) a successful industry!!! How is what the consumer demands determined? Etc.

CAREER EDUCATION

Research Activity IX

CONSUMER REPORT PROJECT: RALPH NADER REPORTS:

Ralph Nader C/O Congress Watch
133 C Street
South East
Washington, D. C. 20003

I Students may use the above address to write to Ralph Nader consumer enthusiast.

II Students should first do a one-half page report on the person, Ralph Nader, and determine information about his background and goals.

III Request from Mr. Nader any available information regarding his work, his findings, future goals of his consumer organization, how fourth, fifth, and sixth graders can be better informed about helps for the consumer, etc.

IV Students will carefully examine all the information they are sent, and re-word the information they are given on index cards for posting. Those involved in this activity will eventually have a Ralph Nader reports bulletin board, filled with their research findings forwarded by Ralph Nader's organization. The results of their work will be in their own words, however, and not just posted Ralph Nader brochures and literature!

V Students should also include on their Ralph Nader reports bulletin board, their own suggestions to the consumer, and any recommendations they come up with.

CAREER EDUCATION

Research Activity X

HOBBY RESEARCH: Can your hobby or hobbies help guide you into a future career?

I Have students do a survey on people's hobbies. This can involve peers, parents, friends, people in the neighborhood, etc.

II Students should have prepared questions such as:

a. Do you have a hobby or hobbies?

b. How long have you had any one particular hobby?

c. How important is it to you?

d. Did your hobby help you discover an ability that you didn't know you had?

e. What has your hobby helped you achieve?

f. Did your hobby help you make a career choice or do you feel it will help you in making a career choice in the future?

g. Could your hobby become a full time career for you?

III The teacher should help students reach some conclusions about hobbies as they relate to careers based on the survey results. They should be made to realize that their findings are based on a small sampling.

IV Students should discuss how hobbies relate to careers in that both usually reflect a personal interest, abilities, something achieved, something that is important to an individual, a choice made, etc.

VALUE ACTIVITIES FOR AWARENESS OF SELF

CAREER EDUCATION

Value Activity I

R E A D

Each one of us have things happen to us as we grow and learn. As a result of our experiences, we get some guides and rules for our behavior. These rules tell us what we can do, and what we will not do each day of our life. These rules for our life are called values. Our values help us make decisions each day of our life. We get rules and guides for our life from our parents and family. We get our values from experiences that happen to us. Example: We love our friends because they are nice to us, and they love us. We value our friends. Example: We eat ice cream, it tastes very good. We value ice cream. If you have always had good experiences with pets, you learn to value animals. If we learn that all people are equal, we learn to appreciate, and value all people.

I LIST TEN THINGS YOU VALUE.

II LIST TEN THINGS YOU DO NOT VALUE.

III HOW DO WE GET OUR VALUES? HOW WOULD YOU DEFINE VALUES?

IV HOW DO OUR VALUES HELP US?

V GIVE TWO EXAMPLES OF HOW VALUES HELP WHEN MAKING DECISION.

CAREER EDUCATION

Value Activity II

R E A D

Our values are formed from things that happen to us or experiences, and as a result of things we are taught by parents, family, and friends. Since this is true we cannot expect all people to have the same values! Values we have change sometimes. When we were younger we may have valued "Little Teddy Bears", "Rattles", etc. Do you still value these things? As we mature our values sometimes change. Sometimes it is hard to know what to value as we get older. What religion is best to value, Catholicism, Judaism, or Protestantism? What is the best community to live in, Cleveland Hts., Beechwood, or University Hts.? Before you answer, think about these seven things: Is your choice something you prize? Are you glad about your decision? How will you feel when your decision happens? Did you consider any other choice seriously? How long have you believed this belief or had this attitude? Is this something you yourself chose? Did you have to choose this way; was it a free choice?

Answer:

I WHY DON'T ALL PEOPLE HAVE THE SAME VALUES?

II WHAT WOULD IT BE LIKE IF ALL PEOPLE HAD THE SAME VALUES?

III WHY IS IT HARD TO KNOW WHAT TO VALUE SOMETIMES?

IV THINK OF THE ONE THING YOU VALUE MOST, ANSWER THE SEVEN QUESTIONS ABOVE ABOUT YOUR DECISION OR VALUE.

CAREER EDUCATION

Value Activity III

I AM A VERY SPECIAL PERSON - Part I

I I like spending time.....

II The nicest thing I own is.....

III My best friend is.....

IV I choose my friends by.....

V I would like a career.....

VI My hobby or hobbies.....

I AM A VERY SPECIAL PERSON - Part II

I Have students bring in one or two magazines with pictures.

II Students will be given a poster board that can be used in making a collage of himself.

III Any picture that tells something about the individual, a hobby, food like, etc. should be cut out, and placed on each student's individual poster.

IV Students should be able to express what each picture means as it relates to his or her life. This can be done in individual groups or as a class lesson.

I AM A VERY SPECIAL PERSON - Part III

I am a person with many roles.....

I enjoy my role as a.....most.

I enjoy my role as a.....least.

I spend most of my time in my role as a.....

CAREER EDUCATION

Value Activity IV

UNFINISHED SENTENCES STRATEGY - Discuss students' responses in small group follow-up sessions.

1. I feel hurt when....
2. I do not like....
3. I like to....
4. When I go to school, I feel....
5. My best friend is....
6. My mother is....
7. My father is....
8. I feel sad when....
9. I feel happy when....
10. When I am in Math class, I....
11. I want to be....
12. I feel loved when....
13. When someone smiles at me, I....
14. My favorite book is....
15. The thing I like best is....
16. When someone praises me, I....
17. When I do not understand something I....
18. When I read....
19. I like myself when....
20. I look like....
21. I like to share....
22. The person I can trust....
23. Today is....
24. Tomorrow I want....
25. The most important thing to me is....

CAREER EDUCATION

Value Activity V

I Get an advertisement telling about "A Winner"; it might be necessary for the teacher to make up a short advertisement that characterizes "A Winner"!

II Under the caption write out this statement: This advertisement tells you what a winner is. This is just one person's opinion about a winner.

1. What do you think a winner is?
2. Have you ever been in a situation when you were a winner? How did you feel?
3. Does your definition of a winner apply to yourself? In what way does it apply to yourself?
4. If you had a choice of being 1) honest and losing, or 2) dishonest and winning, which would you choose--number one or two? Why did you choose the way you did? Are you really sure about your decision?
5. List five things that you know about yourself that make you "a winner".

III This can be done on a ditto master; allow enough area for students' responses. The "WINNER" advertisement can be posted on the front board for all students to see.

IV Allow time for a follow-up discussion, or small group discussions. The teacher should be sure to sit in on each discussion at some time during the discussions. Your input should only be clarifying, not assertive.

CAREER EDUCATION

Value Activity VI

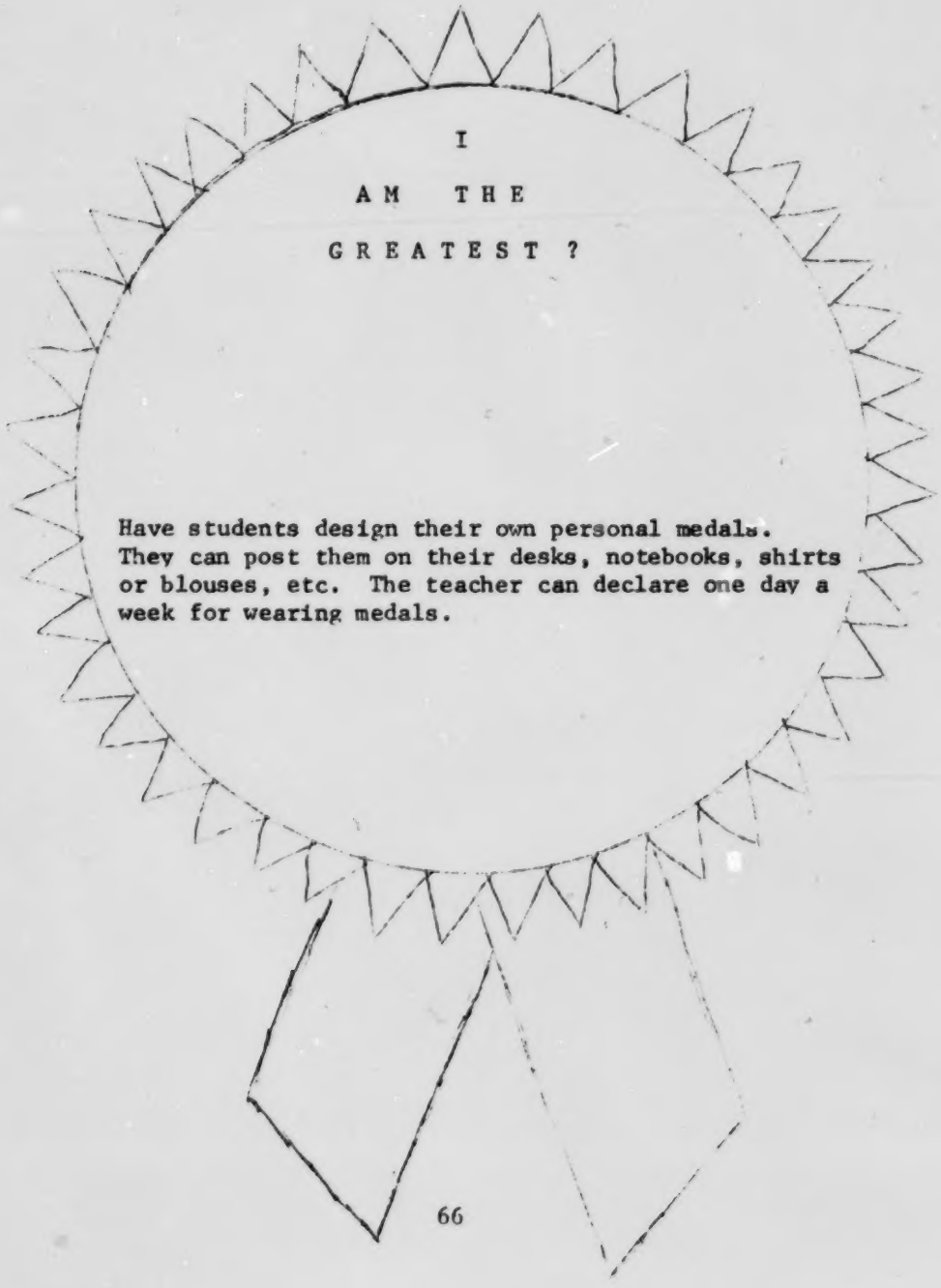
Most of you have heard the advertisement: US TAREYTON SMOKERS WOULD RATHER FIGHT THAN SWITCH!!

1. What do you think about this statement?
2. What in your life would you rather fight for than switch?
3. What were the consequences (results) of your efforts?
4. How do you feel when you do not "stick up" for what you believe in?
5. Give an example of something you wanted to stick up for, but did not.
6. What are some of the ways you can support something that you strongly believe in?
7. Give an example of something you stuck up for when it wasn't easy to stick up for it.
8. How can you know if you are sticking up for the right things?
9. Does it take courage to "stick up" for something or someone when everyone else is against it? Give one example.
10. When do you get the ability to "stick up" for things you believe in?

CAREER EDUCATION

Value Activity VII

I FEEL LIKE I AM REALLY SOMEBODY SPECIAL BECAUSE....



Have students design their own personal medals. They can post them on their desks, notebooks, shirts or blouses, etc. The teacher can declare one day a week for wearing medals.

CAREER EDUCATION

Value Activity VIII

HOW DO I MAKE SENSIBLE CHOICES

_____ 1. Your mom says she does not want you to wear the pair of pants to school that you have on; everyone else is wearing similiar pants.

_____ 2. You recently moved and now you have a new friend. How did you choose him/her?

_____ 3. You are allowed to pick out some new clothes for school.

_____ 4. You found $10 and are allowed to spend it in any way you wish.

_____ 5. Two of your friends invited you out for dinner at the same time, you can accept only one invitation.

_____ 6. You would like to visit a church different from the one your parents attend.

You must make a decision! Your decision will be based on a, b, c, d, or e shown below, because as you know there are many different ways to make a decision. Read the descriptions 1-6, and place one letter a, b, c, d, or e in front of the number, based on how you think you would make each decision.

a. You may do the first thing that comes to your mind and not really think about the situation at all.

b. You may think only of yourself and your feelings and what you would like to do right now.

c. You may think of other people as well as yourself, but you think of only the best thing to do right now.

d. You may think of other people as well as yourself, but you think of the long-range consequences or results.

e. Another way - What is your other way?

CAREER EDUCATION

Value Activity IX

Get a picture that expresses something that is somewhat scary, it can reflect children running, or a frightened expression on the face of an individual, etc. Below the picture on a ditto sheet (so that each student can have his or her own worksheet) write out the following:

1. How does this picture make you feel?

2. Name some things that frighten you.

3. What are some ways you behave when you are afraid?

4. How can you help others who are afraid?

5. Who helps you overcome your frighten feelings?

6. What do you think causes you to be afraid?

7. Have you ever been afraid of something or someone, but are now not frightened by it? Give an example if so.

8. What is your definition of fear.

CAREER EDUCATION

Value Activity X

Grant That I May Not Criticize My Neighbor,

Until I Have Walked A Mile In His Moccasins.

1. What do you think this quotation means?

2. Have you ever been criticized unjustly by someone? Explain.

3. Tell one occasion when you criticized someone in an unfair way? What happened? How did you feel?

Those With Money And Those Who Are Rich

Are Not Necessarily The Same People.

1. Do you agree with this quotation? Explain.

2. Have you ever known a rich person who had no money? Explain.

3. Are you concerned about being rich?

4. Do you think most people want to be rich in some way?

5. What kind of wealth do you want out of life?

6. What do you think about this quotation?

SEXISM AWARENESS

CAREER EDUCATION

Sexism Awareness Activity I

I. HI! MY NAME IS SEXISM. I MAKE A DIFFERENCE OR DISCRIMINATE AGAINST A MAN OR A WOMAN, A BOY OR A GIRL, BASED ON THE FACT THAT THEY ARE MEN OR WOMEN, BOYS OR GIRLS! I AM GUILTY OF SEXUAL PREJUDICE: THAT MEANS MY ATTITUDES AND MY PRACTICES ARE AGAINST A MAN OR A WOMAN JUST BECAUSE OF HIS OR HER SEX, WHETHER A MALE OR A FEMALE!

- -

II. Example: Sexism says a girl should not be an electrician, because it is a job for a boy.

Example: Sexism says a girl should not be in politics because it is a job for a man.

Example: Sexism says boy babies should not wear pink, because pink is for girls.

Example: Sexism says boys should not cry, because crying is for sissies, and girls only cry.

III. Let's find out if sexism is a part of you without your really knowing it. Try this! Under each column list as many things as you can think of. There are two columns. After students complete this sheet, the responses should be discussed in small groups. Ask clarifying questions when possible!

THINGS BOYS SHOULD NOT DO	THINGS GIRLS SHOULD NOT DO
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

CAREER EDUCATION

Sexism Awareness Activity II

Read each statement and place a T for statements that are True, and a F for statements that are False.

The teacher should have small group discussions based on this activity sheet. Students should be allowed to offer their explanations for their responses. They will profit from the attitudes and beliefs of their peers.

Statements

1. Women do not belong in politics.
2. A man's salary is more important than a woman's.
3. A man should not have to clean house if he has a wife.
4. If a man and woman do the same work they should be paid equally.
5. Women make better teachers than men.
6. A man should not become a Nurse. This is a woman's job.
7. If both the mom and dad work in a family and baby gets sick, mom should come home to take care of baby not dad.
8. Men are better at handling money than women.
9. Women make better lawyers.
10. Married women with children should not work.
11. Men make better doctors than women.
12. Women should not be architects, it's a man's work.
13. Women are weaker than men.
14. Men are better qualified workers.
15. A man spends his earnings on more important things than a woman.

CAREER EDUCATION

Sexism Awareness Activity III

HOW MANY BOOKS IN YOUR CLASSROOM CAN YOU FIND WITH SEXIST ATTITUDES, REFLECTED EITHER IN THE BOOK ITSELF OR THE BOOK TITLE? WRITE DOWN ALL EXAMPLES OF SEXISM IN YOUR CLASSROOM BOOKS BELOW:

HOW MANY BOOKS IN YOUR SCHOOL LIBRARY CAN YOU FIND WITH SEXIST ATTITUDES REFLECTED WITHIN THE BOOK ITSELF OR EXPRESSED BY THE BOOK TITLE? WRITE DOWN ALL THE EXAMPLES OF SEXISM IN THE BOOKS YOU FIND IN YOUR LIBRARY AT SCHOOL BELOW:

CAREER EDUCATION

Sexism Awareness Activity IV

ILLUSTRATION FUN

I. Students should again have the definition of sexism explained to them, and then they should express their understanding of the term sexism in their own words.

II. Give students a choice of themes to illustrate: Boys & Girls roles, A Woman Belongs?, Changing the Sexist Attitude(s), A Man's World, A Woman's World, etc.

III. Students should be given 1 or 2 sheets of manilla paper 8'1/2 X 11, and given instructions to illustrate with picture form or cartoon form, healthy non-sexist picutres or the unhealthy sexist attitudes.

IV. If students decide to use picture form rather than the cartoon form illustrations, they should write out captions that further express what their illustration expresses.

Provide a bulletin board area for display of students' illustrations. You might want to provide time for pop-corn explanations of illustrations. This will give students an opportunity to express to the class their own work. (Pop-corn explanations should not exceed 2 minutes each)

CAREER EDUCATION

Sexism Awareness Activity V

STEREOTYPES HELP SEXISM GROW

I. Students should have a short discussion on the subject of stereotypes.

II. The term stereotype should be on a vocabulary card with the definition: A fixed belief held about persons, places, or things. This belief is held by a great number of people, but is based on an oversimplified opinion.

Example: A woman's place is in the home!

Pink is for little girls!

Men should not cry!

III. Have students make up their own stereotype poster board, and discuss what can be done to eliminate wide beliefs of stereotypes.

WORKSHEET

STEREOTYPES I HAVE HEARD

1. _____

2. _____

3. _____

4. _____

5. _____

STEREOTYPES THAT I BELIEVE

Have students list as many stereotypes they believe.

CAREER EDUCATION

Sexism Awareness Activity VI

POETRY CORNER

I. Students can use poetry they write to express their feelings and thoughts about sexism, sexism as it relates to careers, the role of a man, woman, boy or girl, etc.

II. Students may also choose to create a poem that expresses their happiness in being a boy or a girl; this Poetry Corner project can be broadened as the teacher desires, and depending on various requests made by students.

III. The teacher can allow students 3 to 4 days to complete their poems, offering assistance when and wherever it is needed.

IV. Arrange groups so that they can have a sharing time for poetry they have written; also a display of poetry would be highly recommended.

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Note when displaying poetry , various colored construction backgrounds make students' work even more attractive and appealing.

CAREER EDUCATION

Sexism Awareness Activity VII

SEX ROLES IN MODERN AMERICA

I. We know that historically what it has meant to be a female--to be a male--What does it mean today?

Report on:

Women Leaders in Politics

Women in the Twentieth Century

We Both Have Jobs & Combine Work with Home

A Home or A Career, Do I Have to Choose?

What is a Wife's Job Today?

Is It OK For a Man To Cry?

How Do Males Feel about Women's Liberation?

II. The teacher can add any additional topics either chosen by teacher or student. Students should be encouraged to put their composition writings in their own words. Students should be told their information sources must be from at least 3 sources; one source being an interviewee and the other two sources can be their choices.

CAREER EDUCATION

Sexism Awareness Activity VIII

STUDENTS CAN BECOME AWARE OF CHANGING ROLES OF WOMEN BY BECOMING FAMILIAR WITH VARIOUS PERSONS WHO ARE ACTIVE IN ROLES THAT ARE NOT NECESSARILY TRADITIONAL ROLES. THIS ACTIVITY CAN AND SHOULD ALSO BE DONE USING MEN WHO ARE ACTIVE IN ROLES NOT TRADITIONALLY FOR MEN: (CHEFS ARE FOR THE MOST PART MEN, HOWEVER, THEIR FUNCTIONS ARE COMMONLY THOUGHT OF AS FUNCTIONS FOR WOMEN, INTERIOR DECORATORS, ETC.)

---

1. I am Barbara Jordan, I...
2. I am Shirley Chisholm, I...
3. I am Ellen McCormick, I...
4. I am Indira Gandhi, I...
5. I am Marie Curie, I...
6. We are the women of the Israeli Armies, we...
7. These are people who did not just accept common roles often thought of for men or women, why do you suppose they did not accept traditional roles?

CAREER EDUCATION

Sexism Awareness Activity IX

TELEVISION PLAYS AN IMPORTANT PART
IN DEVELOPING MALE/FEMALE ROLES--

I. The teacher should discuss briefly how advertisements affect our thinking! Ask students at random questions such as: if you go to the store for soap what kind will you buy? what kind of dish-washing detergent will you buy? floor cleanser? etc. Students start to give popular advertisements themselves.

II. Discuss after about ten minutes of the above, how the advertisements we hear become a part of our thinking, and we act on them. When we are undecided about what kind of product brand to buy, we hear in our minds that Joy makes our hands soft, and Charmin toilet paper is SQUEEZABLY SOFT, etc. Point out to students that the roles we see perpetuated on TV by males and females has this same kind of mental affect on each of us. We see women taking care of the children, washing the dishes, scrubbing the floors, etc. we accept these tasks as female roles, etc.

III. Students will be given the assignment of watching out for TV commercials, and the roles they place men and women in. Students should also be told that some commercials are not sexist, and they should be aware of this too! Students should be given worksheet forms as shown below, to write down their observations. In depth discussion should follow!!

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CAREER EDUCATION

Sexism Awareness Activity X

I. I CAN DEFINE SEXISM IN MY OWN WORDS AS:

II. I THINK WHETHER YOU ARE A BOY OR A GIRL:

III. I HAVE WRITTEN TO ____ AUTHORS TELLING THEM OF MY DISAGREEMENT OF THEIR _____, WHICH IN MY OPINION PORTRAYS SEXISM.

IV. SOME STEREOTYPES ABOUT MALES ARE:

V. SOME STEREOTYPES ABOUT FEMALES ARE:

VI. IF I COULD MAKE JUST ONE STATEMENT ABOUT SEXISM TO THE WORLD, I WOULD SAY:

VII. I THINK _____ HAVE BEEN HURT BY SEXISM THE MOST, BECAUSE...

VIII. I THINK THE MOST SUCCESSFUL WAY TO DEAL WITH SEXISM IS...

IX. WHEN I HEAR SOMEONE MAKE A STATEMENT THAT IS BASED ON SEXISM, I WILL...

X. I TALKED TO _____ ABOUT SEXISM, AND SOME IMPORTANT FACTS WE MENTIONED INCLUDE:

ROLE PLAYING ACTIVITIES

CAREER EDUCATION

Role Playing Activity I

ROLE PLAYING - Banking Institution

I. Students through this activity can experience the situation of banking on an elementary scale.

II. The group or class involved should be given a brief background on the purpose of a banking institution, and given the assignment to write out a one-half page fact sheet that they make up on their own (using library resources) about the banking institution.

III. Students should also be assigned, or given the opportunity to choose specific roles: tellers, assistant bank manager, bank customers, loan officers, etc. (It will be up to the discretion of the teacher to determine how involved students can get, depending on time, age group of those involved, etc. You may wish to set up a bookkeeping dept., auditing dept. etc.) Actual banking forms can be obtained from the banks.

IV. Students should have the definite roles determined and act out their roles for specific banking hours; play money may be used, however, if students bring .25 in each, and deposit it to their accounts all the money can be given out as a total loan, and used for punch and cookies for the class as a conclusion to their banking role play session. Students can contact actual tellers, etc., too!

V. Critique sheets should be used by students observing the banking role playing. Since every student will not be depositing his/her .25, the auditors should have a record of a group desposit. Each role should be made important for its contribution.

CAREER EDUCATION

Role Playing Activity II

ROLE PLAYING - Carnival People

I. Students through this activity can experience setting up a mini-carnival, and dealing with the public.

II. Students should be given a contract that includes merely an agreement to have available a one-day carnival as their part of the agreement with the teacher agreeing to be a advisor for those participating. (This can easily be a class project, with half the class play acting actual carnival presentors, and the other half of the class being the public or those attending the carnival)

III. The teacher should encourage those setting up booths to keep things somewhat simple such as: A booth with sponge throwing, the sponge could have whip cream on it, and two or three people alternating as the recipient of the whipped cream sponge, or a pole to be hooped with a ring booth, a dart throwing booth, popcorn selling booth, bubble gum blowing, etc.

IV. Tickets for the carnival should be sold at a reasonable price, and prizes given away should be inexpensive.

V. The teacher may find the entire class wants to be involved in setting up booths, and may find it necessary to invite one other teacher to involve her class as participants attending the carnival. Allow about a week for planning of booths right in the classroom, but mak make sure the contract has specific day for the actual carnival THAT MUST BE UPHELD!!

ROLE PLAYING (cont.)

VI. The children are told to try to be the people they are representing. Be sure they are well aware of background information, regarding the life of CARNIVAL PEOPLE! Talk over main events with them.

CAREER EDUCATION

Role Playing Activity III

ROLE PLAYING - Bakery Consumers

I. Students should make a list of the various products they would like to sell at their bakery, and form committees for organising who will be responsible for bringing and preparing what.

II. Those in charge of advertising throughout the school and setting up a schedule of what class will come at what time, should be made to understand the importance of their roles as planners. The planners should also do a study of about how many people will be attending the bakery, and how much in bake goods will be available (approximately) so as to determine if students or consumers buying need to be given a limit of the number of bake goods they can buy.

III. As bakery people students should have an opportunity to discuss what appeals to the buying consumer. Beautifully decorated counters and booths, reasonable prices, bargains, etc.

IV. Discuss with students before or after the bakery closes the various roles involved in their bakery activity, whether they made a profit or loss depending on how much they made, less all their expenses!

V. The teacher gives general help, but keeps out of the picture as much as possible. Let the children be simple, and creative pretty much on their own. (Try to help them realize the various roles they played: cook, cashiers, bakers, planners, advertisers, etc.)

CAREER EDUCATION

Role Playing Activity IV

ROLE PLAYING - New Student Arrives

The teacher discusses with the class that she/he will present them with a situation, and allow them to act out before the group, a spontaneous reaction to the situation.

I. The situation involves a class of 25 students all white, the class is informed that they are going to have a new student in their class. The student is a boy whose family has just moved into the neighborhood from another state. Just as the teacher says this in walks Billy, he is Black! Role play this situation.

II. The teacher will need to discuss briefly race relations, prejudice, integration, etc.

III. The teacher should now have a different group role play the situation again. This time the situation should involve a white student who will be attending a majority white school, and entering a classroom that is totally Black. Students participating in this activity should be told their reaction to the situation has to be different from the previous groups.

IV. After this session, the teacher can discuss with the class what creates different reactions to situations. Could the reaction have been the same if not specified before hand that it was to be different? What situation was most realistic? Why? How could the situation in case II have come about? What do you think about this?

CAREER EDUCATION

Role Playing Activity V

ROLE PLAYING - Everybody's Doing It

I. The teacher tells the class about Sue who is visiting her cousin in Florida for the Summer. Her cousin Jeanne takes her to a party that evening at a friends. Everybody there is smoking. Jeanne introduces Sue to her friends and they offer Sue a cigarette; she has never even tried smoking, but feels Jeanne's friends won't like her if she says no, but she really doesn't want to try smoking. What does she do? They are both twelve years old.

II. The teacher will need to discuss after this role playing session, peer pressure, how to handle peer pressure, the hazards of smoking, how to say no and mean it, etc.

III. The teacher should give a second group an opportunity to role play the sam situation, perhaps making a minor change such as an involvement with two boys instead of two girls or two sisters confronted with the peer pressured situation.

IV. After this second session, the teacher can allow students to site actual situations of decision-making they have been involved in. Preferably situations that involved peer or group pressure.

V. Should Sue tell Jeanne's parents on Jeanne? Should Sue tell her parents what happened?

CAREER EDUCATION

Role Playing Activity VI

ROLE PLAYING - To Tell or Not To Tell

I. The teacher tells the class about Mike who is on a field trip with his class. They have an opportunity to tour behind the scenes of a cafeteria, and watch the cooks as they prepare the afternoons meal. As everyone is very intent and interested in what the tour guide is saying Mike notices George spits into the large pot of mixed vegetables, he then takes some strawberries from the fruit bowl. Mike gets a very sick look on his face and his teacher says Mike what's wrong?

II. The teacher will need to dicsucc the right or wrong of telling on someone who misbehaves, the sanitation implications.

III. The teacher should give a second group an opportunity to role play this situation, perhaps suggest that Mike tell one or two of his classmates what he has just witnessed, and have them in on a discussion as to whether they will together tell on George and reasons why it's important to speak out.

IV. Ask finally after all discussion is over; How would you feel if Mike had kept quiet, and at dinner that evening your mom mentioned the delicious mixed vegetables she ate at that same cafeteria you had toured?

CAREER EDUCATION

Role Playing Activity VII

ROLE PLAYING - Somebody Let Me In Please

I. Some sixth graders are playing in the schoolyard at break time. This particular group usually plays together in the same area. There are just enough of them to play the game, and even one more would be too many. A boy who has just come to the class is standing on the side watching them. It is not too difficult to see that he would like very much to play with them. Here is where your role playing begins.

II. Discuss alternatives that could have been made, aside from the choice that was just acted out; if another group would like to role play another alternative, fine! It should be remembered that the discussion should always be directed to the solution to the problem rather than the acting ability of the group.

III. If students want to tell of actual experiences they have had related to this situation, fine!

CAREER EDUCATION

Role Playing Activity VIII

ROLE PLAYING

Sharon, Kathy, and Phyllis have been good friends since second grade. They are now in fifth grade. The three girls have always had fun at each others home, and gone places together. They feel more like sisters than girlfriends. Kathy's mom had a very severe disagreement with Sharon and Phyllis's parents. Sharon and Phyllis have been told not to associate with Kathy anymore. Kathy comes into the classroom as Sharon and Phyllis are discussing this. Here is where your role playing begins.

The teacher should now have a different group role play the situation again. Students participating in the second session should be told beforehand their solution to the problem must be different from the first groups.

Students should have the fact of alternate solutions to problems emphasized. There are usually many solutions to a problem. There is almost always more than one solution to a problem.

Emphasize to students when they must seek a solution to a problem they should really think out as many solutions as possible before making a decision, and then choose the best solution.

CAREER EDUCATION

Role Playing Activity IX

ROLE PLAYING

I You are the parents of two very nice teenage boys. They are having a real struggle trying to decide whether or not marijuana would be harmful to them or not; all their friends tell them it is not habit forming, and it is not harmful. They really trust your opinion, but as you are discussing this with them (and your wife) four of their real cool friends come in, and challenge what you are telling them.

II Students should be assigned, or given an opportunity to do a little research on marijuana, and other drugs at least two or three days before given the opportunity to role play this situation.

III Students can be given an opportunity to role play this situation a second time also. The first set of parents if very open, and willing to listen to all concerned, perhaps the second session of role playing could involve parents who are very, very strict, and not really concerned about the boys' view of things. Discuss what the consequences of both types of parents would be with the class. Ask for their own experiences in relating to their parents, and discussing their concerns with parents or guardians.

CAREER EDUCATION

Role Playing Activity X

ROLE PLAYING

I Your mom and dad have not been getting along very well for about the last year and a half. You are aware that both of them have been quite unhappy living together, and it has caused you to cry a lot. One day you come home from school and your daddy has his suitcases packed, and is waiting to talk to you. He explains that he and mommy have decided that they cannot live together anymore and are going to get a divorce. You are the oldest girl (twelve) and they want you with them when they try to explain to your little nine year old brother and eight year old sister. How do you react, and what do you say when your little brother and sister later ask you questions.

II This can be acted out in many different ways and students with various solutions should be given the opportunity to role play the situation.

III The teacher should discuss with students the fact of divorce, and be ready to deal with students' concerns regarding coping with divorce.